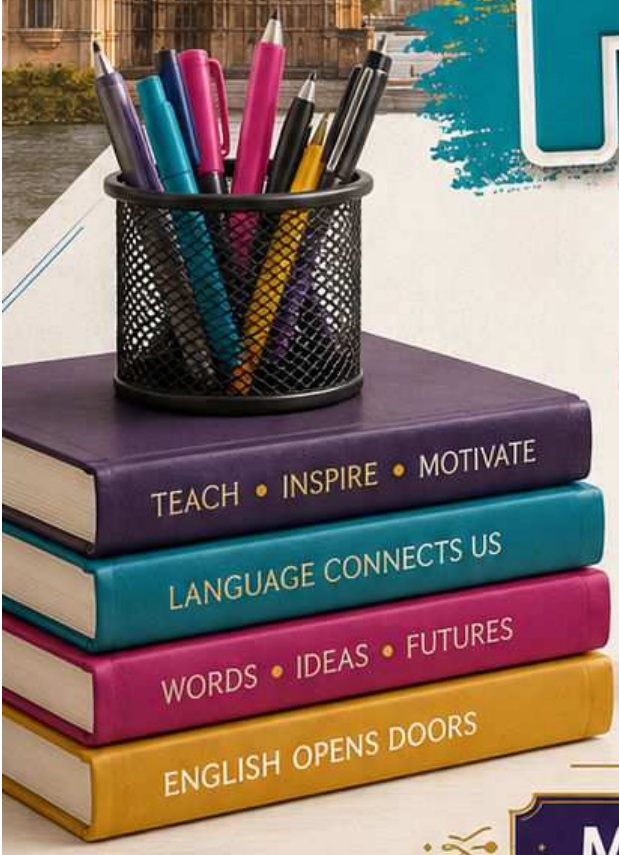
ENGLISH LANGUAGE

Lesson Preparation Notebook

PRIMARY FOUR

Primary Four

First Term



Prepared by

Mr Sobhy Borda

Engaging | Colorful | Ready-to-Teach

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

دفتر تحضير اللغة الإنجليزية

English Language Lesson Plan Book

Primary 4

First Term

Academic Year: 2026–2027

Prepared by: Mr Sobhy Borda

Unit	Unit Title	Lessons
Unit 1	The Five Senses	Lessons 1–5
Unit 2	My Community	Lessons 1–5 + Review 1 & 2
Unit 3	Animals in Our World	Lessons 1–4
Unit 4	Egypt, My Homeland	Lessons 1–6
Unit 5	A Day at Work	Lessons 1–4 + Review 3 & 4
Story	The Hundred Dresses	Lessons 1–3

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Unit 1 — The Five Senses

Primary 4 | First Term

Prepared by: Mr Sobhy Borda

Lessons in this unit:

Lesson 1: What are the Five Senses?
Lesson 2: Healthy Habits
Lesson 3: Story Time — Goha's Great Meal
Lesson 4: Writing — Sequence Words
Lesson 5: Think and Create — A Presentation

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 1 — The Five Senses	Lesson 1	What are the Five Senses?	6–9	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the five senses and their functions.
- Match each sense to the correct body part.
- Use the structure 'I + verb + with my + body part' correctly.
- Explain how senses help us stay safe.

★ New Vocabulary

Word / Expression	Meaning / Example
see	to perceive with the eyes
hear	to perceive sound with the ears
smell	to perceive odour with the nose
taste	to perceive flavour with the tongue
touch	to feel with the hands or skin
senses	the five ways we learn about the world
important	having great value or significance
understand	to know the meaning of something

➤ New Structures & Grammar Examples

Structure	Example
I + verb + with my + body part	I see with my eyes.
Present Simple	I hear with my ears.
Negation	I do not smell with my eyes.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What do you know about Egypt's famous places?
- Q2: What do people use their eyes for every day?
- Q3: Can you name the five senses?

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✦ Presentation (15 min)

- I introduce the five senses using real objects and colourful visuals.
- I show pictures and play sounds to demonstrate sight and hearing.
- I bring flowers or fruits so students experience smell and taste.
- I ask students to touch different textures to explore touch.
- I read the dialogue on page 9 aloud and play the audio twice.
- I discuss: 'How do senses help us stay safe?'

✎ Practice (15 min)

Pair Work

- Student A names a body part; Student B states the sense.
- Describe what you can see / hear / smell in the classroom.
- Switch roles and repeat with different vocabulary.

Role Play

- Role A: Teacher asking about the five senses.
- Role B: Student explains each sense using the structure.
- Use: I see with my eyes / I hear with my ears in full sentences.

✔ Assessment (10 min)

- Write one sentence using each of the five senses correctly.
- Match five sense words to the correct body parts on the worksheet.
- Circle the correct verb form in four given sentences.
- Quick Oral Quiz: ask 3 students to use a sense word in a sentence.

★ Evaluation

a) The Lesson	Students showed great interest in hands-on activities; the real objects made the lesson engaging and time was sufficient for all planned activities.
b) The Student	90% of students successfully identified all five senses. They participated actively in discussions and completed written tasks.
c) The Teacher	Clear presentation with good visual aids; more time is needed for slower learners to practise pronunciation.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 1 — The Five Senses	Lesson 2	Healthy Habits	10–13	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify healthy daily habits.
- Read and understand a text about healthy living.
- Use the present simple tense to describe daily routines.
- Discuss the importance of healthy habits.

★ New Vocabulary

Word / Expression	Meaning / Example
habits	things we do regularly
healthy	good for the body and mind
brushes	cleans with a brush
exercises	physical activity
breakfast	the first meal of the day
energy	power to do things
vitamins	substances that keep us healthy
sleep	rest at night

➤ New Structures & Grammar Examples

Structure	Example
Present Simple (I/You/We/They)	They eat healthy food.
Present Simple (He/She/It + s/es)	Sarah wakes up early. She brushes her teeth.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What time do you wake up?
- Q2: Mime a daily activity for a partner to guess.
- Q3: Which habits keep us healthy?

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✦ Presentation (15 min)

- I show pictures from page 11 and ask which habit is healthy.
- I read 'My Healthy Day' aloud while students follow and highlight new words.
- I ask comprehension questions about Sarah's routine.
- I point out third-person verbs and the 's' ending in the text.
- I model two example sentences before students write their own.

✎ Practice (15 min)

Pair Work	Role Play
• Student A says a habit; Student B says if it is healthy or not. • Describe your own morning routine to a partner.	• Role A: Interviewer asking about daily habits. • Role B: Answers using present simple sentences.

✔ Assessment (10 min)

- Read statements about Sarah and mark True or False, correcting false ones.
- Complete the multiple-choice exercise on page 12.
- Fill in correct verb forms on page 13.
- Write one sentence: 'My healthy habit is...'

★ Evaluation

a) The Lesson	Good integration of reading, grammar, and speaking; students connected well with the healthy habits theme.
b) The Student	Most students grasped present simple patterns; some need extra practice with third-person singular forms.
c) The Teacher	Effective use of personal examples; more interactive grammar practice should be included next time.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 1 — The Five Senses	Lesson 3	Story Time — Goha's Great Meal	14–17	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Read and understand a short story.
- Identify story elements: characters, setting, plot.
- Learn new vocabulary from context.
- Discuss the moral lesson of the story.

★ New Vocabulary

Word / Expression	Meaning / Example
market	a place to buy and sell goods
hungry	wanting to eat
restaurant	a place that serves food
owner	a person who owns something
greedy	wanting too much for oneself
coins	metal money
share	to give part of something to others
clever	quick to learn and understand

➤ New Structures & Grammar Examples

Structure	Example
Story opening	One morning...
Introducing events	Suddenly...
Character description	The owner was...
Past tense in context	Goha walked to the market.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Show a picture of Goha and ask what students already know.
- Q2: Have you ever been very hungry?
- Q3: Predict: what might happen in this story?

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✦ Presentation (15 min)

- I read the story aloud while students listen and follow along on page 14.
- I ask students to find bold words and match them to meanings on page 15.
- I identify the characters, setting and plot together with the class.
- I ask: 'Was the restaurant owner right or wrong?'

✎ Practice (15 min)

Pair Work	Role Play
• Retell one part of the story to a partner using your own words. • Discuss together: was sharing the right choice?	• Role A: Goha. • Role B: The restaurant owner. • Act out the key moment when Goha pays with the sound of coins.

✔ Assessment (10 min)

- Complete True/False questions and the story summary on page 16.
- Complete the story elements chart.
- Practise short vs long vowel sounds on page 17.
- Write 2–3 sentences about 'sharing with others'.

★ Evaluation

a) The Lesson	Students enjoyed the story and engaged well with the moral discussion; good balance of reading and pronunciation work.
b) The Student	Strong comprehension skills shown; students connected the story to real-life values but need more practice with vowel sounds.
c) The Teacher	Good storytelling technique; should include more dramatic reading and student participation next time.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 1 — The Five Senses	Lesson 4	Writing — Sequence Words	18–19	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand the purpose of sequence words.
- Use sequence words to write about a daily routine.
- Order events chronologically.
- Write a short paragraph using at least four sequence words.

★ New Vocabulary

Word / Expression	Meaning / Example
sequence	the order in which things happen
First	used to begin a sequence
Next	used to add an event
Then	used to add an event
After that	used to add an event
Finally	used to end a sequence
routine	things done regularly in the same order

➤ New Structures & Grammar Examples

Structure	Example
First, I wake up early.	
Next, I brush my teeth.	
Then, I have breakfast.	
Finally, I go to bed.	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Give mixed-up activity cards and ask students to arrange them in order.
- Q2: What do you do first in the morning?
- Q3: What comes after breakfast?

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✦ Presentation (15 min)

- I read the model text 'My Healthy Life' on page 18 aloud.
- I underline the sequence words with the class and discuss why order matters.
- I explain the function of each sequence word.
- I complete the guided exercise on page 18 together with students.

✎ Practice (15 min)

Pair Work	Role Play
• Share your daily routine with a partner using sequence words. • Compare routines and find similarities.	• Role A: Tells their morning routine in order. • Role B: Asks 'What do you do next?' after each step.

✔ Assessment (10 min)

- Complete the daily routine exercise on page 19 using sequence words.
- Write 4–5 sentences about a daily routine.
- Peer-check a partner's paragraph.
- Present one sentence to the class.

★ Evaluation

a) The Lesson	Students understood the concept well; writing activities were engaging and practical.
b) The Student	Most students used sequence words correctly; some confused the order of events.
c) The Teacher	Good scaffolding from guided to independent practice; more example routines would help.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 1 — The Five Senses	Lesson 5	Think and Create — A Presentation	20	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Plan and prepare a short presentation on healthy eating habits.
- Use clear headings and simple text.
- Speak clearly and confidently to the class.
- Give constructive feedback to peers.

★ New Vocabulary

Word / Expression	Meaning / Example
presentation	a talk that explains something to an audience
healthy eating	food choices that are good for the body
headings	short titles that organise information
feedback	comments given to help someone improve
excellent / good / fair / poor	rating words used to give feedback

➤ New Structures & Grammar Examples

Structure	Example
Opening a presentation	My presentation is about...
Sequencing ideas	First, I want to talk about...
Giving reasons	This is important because...
Closing a presentation	In conclusion... Thank you for listening.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Brainstorm healthy eating habits as a class and list ideas on the board.
- Q2: Discuss which ideas are most important.
- Q3: Preview the presentation guidelines on page 20.

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✦ Presentation (15 min)

- I review the 'Make sure to...' box and discuss good presentation skills.
- I show an example of clear headings and pictures.
- I organise students into groups of 3–4 and assign roles.
- I circulate during planning time and help groups choose 3–4 habits to present.

✎ Practice (15 min)

Pair Work	Role Play
• Groups prepare slides or posters together. • Practise speaking clearly and slowly within the group.	• Role A: Presenter. • Role B: Audience member who gives feedback using the rating system.

✔ Assessment (10 min)

- Groups present to the whole class (3–5 minutes each).
- Audience rates the presentation using the page 20 scale.
- Teacher evaluates clarity, organisation and confidence.

★ Evaluation

a) The Lesson	Students worked well in groups and showed creativity; presentations were informative and well structured.
b) The Student	Good collaboration skills demonstrated; most groups spoke clearly within the time limit.
c) The Teacher	Effective guidance during preparation; more specific feedback on presentation technique is needed.

Unit 2 — My Community

Primary 4 | First Term

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Lessons in this unit:

Lesson 1: Helping the Community
Lesson 2: Community Problems and Solutions
Lesson 3: Egypt — My Culture
Lesson 4: Writing — A Diary Entry
Lesson 5: Think and Create — A Poster

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 2 — My Community	Lesson 1	Helping the Community	22–25	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Discuss ways to help the community.
- Share ideas about local traditions.
- Identify solutions to community problems.
- Discriminate between the /f/ and /v/ sounds.
- Write sentences about how they help their community.

★ New Vocabulary

Word / Expression	Meaning / Example
collect	to gather things together
plant	to put seeds in the ground
clean	to make something free from dirt
help	to assist someone
feed	to give food to animals or people
volunteer	to offer to help without payment

➤ New Structures & Grammar Examples

Structure	Example
Present simple for daily habits	We help in the park.
Question formation	How can we help others?

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What do you already know about helping your neighbourhood?
- Q2: Who helps people in your area?
- Q3: Name one way you can help today.

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✦ Presentation (15 min)

- I introduce the topic and new vocabulary using visual aids.
- I model the pronunciation and sentence structures clearly.
- I show pictures of community helpers and ask students to describe them.
- I practise the /f/ and /v/ sound contrast with the class.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss in pairs three ways you can help your community. • Share a story about your neighbourhood's traditions.	• Role A: A volunteer describing their work. • Role B: A neighbour asking questions about helping out.

✔ Assessment (10 min)

- Complete the vocabulary and grammar exercises.
- Answer speaking and listening comprehension questions.
- Write two sentences about how you help your community.

★ Evaluation

a) The Lesson	Objectives were clearly met through varied activities, with a good balance of listening, speaking, reading and writing.
b) The Student	Students participated actively in pair discussions but showed some difficulty with the /f/ and /v/ sound distinction.
c) The Teacher	Effective use of visual aids and real-life examples; more scaffolding for pronunciation activities would help.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 2 — My Community	Lesson 2	Community Problems and Solutions	26–29	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify common community problems such as traffic and litter.
- Suggest practical solutions to community issues.
- Use the present simple in negative and question forms.
- Match problems with appropriate solutions.

★ New Vocabulary

Word / Expression	Meaning / Example
traffic	cars and vehicles moving on roads
problem	something that needs to be solved
solution	an answer to a problem
ground	the surface of the earth
bins	containers for trash

➤ New Structures & Grammar Examples

Structure	Example
Present simple negative	Cars don't move quickly.
Present simple question	Do you know how to solve this?
Problem–solution language	The problem is... The solution is...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Look at pictures of a busy street; what problems can you see?
- Q2: What problems exist in our own neighbourhood?

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✦ Presentation (15 min)

- I introduce the topic and vocabulary using visual aids of traffic and litter.
- I model the problem–solution sentence frame on the board.
- I guide students through matching problems with solutions.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss in pairs one community problem and a possible solution. • Compare ideas with another pair.	• Role A: A resident describing a problem. • Role B: A council member suggesting a solution.

✔ Assessment (10 min)

- Complete the vocabulary and grammar exercises.
- Match each problem with its correct solution.
- Write a negative sentence and a question using present simple.

★ Evaluation

a) The Lesson	Successfully integrated grammar with meaningful content; the problem–solution framework gave clear structure.
b) The Student	Engagement was strong, though some students struggled with the don't/doesn't distinction.
c) The Teacher	Good use of authentic community examples; more individual feedback on grammar usage is recommended.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 2 — My Community	Lesson 3	Egypt — My Culture	30–33	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Describe the two main regions of Egypt: the Delta and Upper Egypt.
- Compare traditions and culture between regions.
- Identify cultural practices, festivals and clothing.
- Express pride in their cultural heritage.

★ New Vocabulary

Word / Expression	Meaning / Example
regions	different areas or parts of a country
traditions	customs passed down through generations
culture	the way of life of a group of people
celebrate	to mark a special occasion with joy
harvest	the gathering of crops
galabeyas	traditional Egyptian clothing

➤ New Structures & Grammar Examples

Structure	Example
Comparative language	In the Delta... In Upper Egypt...
Cultural description	People celebrate... They make...
Regional difference	Life is different in...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What do you know about different regions of Egypt?
- Q2: Have you visited Upper Egypt or the Delta?

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✦ Presentation (15 min)

- I introduce the topic and vocabulary using a map of Egypt and cultural images.
- I model pronunciation and the comparative sentence structures.
- I read a short text about regional traditions with the class.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss in pairs one tradition from your own family. • Compare a Delta tradition with an Upper Egypt tradition.	• Role A: A guide describing Delta traditions. • Role B: A guide describing Upper Egypt traditions.

✔ Assessment (10 min)

- Complete the vocabulary and grammar exercises.
- Answer reading comprehension questions about Egyptian culture.
- Write two sentences comparing the two regions.

★ Evaluation

a) The Lesson	Successfully introduced Egyptian cultural concepts; the reading text provided rich cultural information.
b) The Student	Students showed genuine interest and made good personal connections, though some new vocabulary was challenging.
c) The Teacher	Effective use of visual aids; more hands-on cultural activities could be incorporated.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 2 — My Community	Lesson 4	Writing — A Diary Entry	34–37	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Write a well-structured diary entry about community history.
- Use the correct diary format: date, greeting, closing.
- Include details about past and present community changes.
- Use time expressions to describe historical change.

★ New Vocabulary

Word / Expression	Meaning / Example
diary	a personal record of daily events
history	events from the past
neighbourhood	the area where you live
supermarket	a large store selling food and goods
stalls	small shops or stands in a market

➤ New Structures & Grammar Examples

Structure	Example
Past tense for history	There was/were...
Time expressions	Fifty years ago... Now...
Personal reflection	It makes me proud...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What has changed in your neighbourhood over the years?
- Q2: Ask a grandparent: what was different in the past?

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✦ Presentation (15 min)

- I introduce the topic and vocabulary using old and new neighbourhood pictures.
- I model the diary format: date, greeting, body, closing.
- I show a sample diary entry and highlight time expressions.

✎ Practice (15 min)

Pair Work

- Discuss in pairs one change you have noticed in your area.
- Plan your diary entry together before writing.

Role Play

- Role A: A grandparent describing the old neighbourhood.
- Role B: A grandchild asking 'What was it like before?'

✔ Assessment (10 min)

- Complete the vocabulary and grammar exercises.
- Write a diary entry describing community changes.
- Peer-check a partner's diary entry for format.

★ Evaluation

a) The Lesson	Provided clear structure for diary writing; the model text supported students well.
b) The Student	Students engaged well with the personal writing format, though past tense formation needs more practice.
c) The Teacher	Clear explanation of diary format; more individual writing support is recommended.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 2 — My Community	Lesson 5	Think and Create — A Poster	38–39	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Create an informative poster about a community problem and its solution.
- Work collaboratively to research and design.
- Present a poster to the class effectively.
- Use visual elements to communicate ideas clearly.

★ New Vocabulary

Word / Expression	Meaning / Example
poster	a large printed picture or notice for display
air pollution	harmful substances in the air
plastic	a synthetic material that harms the environment
design	to plan and create something
title	the name of a project or work

➤ New Structures & Grammar Examples

Structure	Example
Imperative for solutions	Walk or cycle... Use less plastic...
Problem identification	The problem is...
Presentation language	Our poster shows... We suggest...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What community problems have we discussed this unit?
- Q2: What makes a poster eye-catching?

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✦ Presentation (15 min)

- I introduce the task and vocabulary using example posters.
- I model pronunciation and imperative sentence structures.
- I organise students into groups and assign a problem to each.

✎ Practice (15 min)

Pair Work	Role Play
• Groups plan their poster content and design together. • Discuss who will draw and who will write.	• Role A: Presenter explaining the problem. • Role B: Presenter explaining the solution.

✔ Assessment (10 min)

- Groups complete and present their posters to the class.
- Class gives feedback using simple sentence starters.
- Teacher evaluates clarity, creativity and use of vocabulary.

★ Evaluation

a) The Lesson	Successfully combined research, creativity and presentation skills; the collaborative approach encouraged peer learning.
b) The Student	Strong collaboration and creativity shown; some groups needed more guidance with research.
c) The Teacher	Effective facilitation of group work; clearer rubrics for poster assessment would help.

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Unit 3 — Animals in Our World

Primary 4 | First Term

Prepared by: Mr Sobhy Borda

Lessons in this unit:

Lesson 1: Let's Meet the Animals!
Lesson 2: A Day at the Forest Park
Lesson 3: Animal Actions and Riddles
Lesson 4: Taking Care of Animals

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 3 — Animals in Our World	Lesson 1	Let's Meet the Animals!	40	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify and name six animals: lion, monkey, elephant, zebra, bear, giraffe.
- Describe animals using physical characteristics.
- Match animals to their written descriptions.
- Use descriptive adjectives related to animals.

★ New Vocabulary

Word / Expression	Meaning / Example
lion	a large wild cat known as the king of the jungle
monkey	a small animal that climbs trees
elephant	a very large animal with a trunk
zebra	an animal with a striped coat
bear	a large, strong animal with thick fur
giraffe	a tall animal with a long neck

➤ New Structures & Grammar Examples

Structure	Example
It is + adj + and + adj	It is big and grey.
It has + noun phrase	It has a striped coat.
It uses + noun + to + verb	It uses its trunk to spray water.
It + verb + noun	It hunts animals at night.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Teacher makes animal sounds; students guess the animal.
- Q2: What animals do you already know?
- Q3: What is your favourite animal?

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✦ Presentation (15 min)

- I display enlarged pictures of the six animals and model pronunciation.
- I play the audio so students listen and point to each animal.
- I read each description aloud and match it to the correct animal with the class.

✎ Practice (15 min)

Pair Work	Role Play
• Student A describes an animal without naming it; Student B guesses. • Switch roles and repeat with a new animal.	• Role A: Zookeeper describing an animal. • Role B: Visitor guessing which animal it is.

✔ Assessment (10 min)

- Match all six animals to their written descriptions.
- Oral: name all six animals learned today.
- Draw a favourite animal and write one sentence about it.

★ Evaluation

a) The Lesson	Learning objectives were achieved through engaging, level-appropriate activities with active participation throughout.
b) The Student	Students could identify all six animals and match descriptions accurately, showing understanding of the new vocabulary.
c) The Teacher	Concepts were explained clearly with enough examples; classroom management was effective throughout.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 3 — Animals in Our World	Lesson 2	A Day at the Forest Park	41	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand a conversation about animals at a forest park.
- Identify specific information from a dialogue.
- Answer comprehension questions about a text.
- Learn about the work of a forest guide.

★ New Vocabulary

Word / Expression	Meaning / Example
forest park	a natural park where wild animals live
forest guide	a person who shows visitors the animals
visitors	people who come to see a place
usually / sometimes	adverbs of frequency

➤ New Structures & Grammar Examples

Structure	Example
What does + subject + do?	What does your dad do at the forest park?
He/She + works as + job	He works as a forest guide.
Do you usually + verb?	Do you usually go with him?

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review the six animals from Lesson 1 with quick picture flashcards.
- Q2: Have you ever visited a zoo or forest park?

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✦ Presentation (15 min)

- I set the context: Omar and Nadia talk about Nadia's father's job.
- I play the audio/read the dialogue expressively while students follow.
- I highlight key phrases: forest park, forest guide, up close.
- I read the comprehension questions and model how to find answers in the text.

✎ Practice (15 min)

Pair Work	Role Play
• Create your own questions based on the dialogue for a partner to answer. • Find and underline key vocabulary together.	• Role A: Omar. • Role B: Nadia. • Practise reading the dialogue with natural intonation.

✔ Assessment (10 min)

- Answer the four comprehension questions on page 41.
- True/False: 'Nadia's father shows visitors the animals.'
- Retell the main points of the conversation orally.

★ Evaluation

a) The Lesson	The dialogue was at an appropriate level and the role-play activity engaged students well.
b) The Student	Students answered comprehension questions correctly and used new vocabulary appropriately.
c) The Teacher	Vocabulary was pre-taught effectively; reading was clear and expressive throughout.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 3 — Animals in Our World	Lesson 3	Animal Actions and Riddles	42	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Match verbs with their correct usage in context.
- Identify animals based on descriptive riddles.
- Complete sentences using appropriate adjectives.
- Write a short story about animals using given verbs and adjectives.

★ New Vocabulary

Word / Expression	Meaning / Example
striped	marked with stripes
heavy	having great weight
thick	not thin
climbs	goes up using hands and feet
catches	takes hold of something moving

➤ New Structures & Grammar Examples

Structure	Example
The + animal + verb + noun	The elephant drinks lots of water.
Subject + has + adj + noun	The elephant has a heavy trunk.
Riddle form	I'm tall and have a long neck. What am I?

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Teacher mimes animal actions; students guess the action and animal.
- Q2: Teacher says an animal name; students say one action it does.

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✦ Presentation (15 min)

- I read each sentence and the class circles the correct verb on page 42.
- I read two riddles aloud and guide students to guess the answers.
- I model completing sentences with the correct adjective.

✎ Practice (15 min)

Pair Work	Role Play
• Solve a new riddle written by a partner. • Explain which clues helped you identify the animal.	• Role A: Reads a riddle aloud. • Role B: Guesses the animal and explains why.

✔ Assessment (10 min)

- Complete the listening exercise (Question 1) independently.
- Solve the riddles and write the answers.
- Write a short story using verbs and adjectives from the lesson.

★ Evaluation

a) The Lesson	Activities were appropriate for practising the target structures, and the riddles engaged students effectively.
b) The Student	Students identified the correct verbs and adjectives and most wrote a coherent short story.
c) The Teacher	Each activity was modelled clearly with helpful examples; feedback was constructive throughout.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 3 — Animals in Our World	Lesson 4	Taking Care of Animals	43	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand how vets and forest officers help animals.
- Identify different types of care animals need.
- Match people to their roles in animal care.
- Understand why being kind to animals is important.

★ New Vocabulary

Word / Expression	Meaning / Example
vets	people who care for sick animals
forest officers	people who protect wild animals
special care	extra attention an animal needs
protect	to keep safe from harm

➤ New Structures & Grammar Examples

Structure	Example
Animals need + noun	Animals need our help.
Subject + need + noun + to + verb	Each animal needs special care to live well.
Comparative need	Elephants need bigger spaces than monkeys.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Look at pictures showing pet care; how should we exercise our pets?
- Q2: What should we do to keep our pets healthy?

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✦ Presentation (15 min)

- I introduce vocabulary: vets, forest officers, owners.
- I read the text 'Helping Animals' aloud, pausing after each paragraph to check understanding.
- I ask: what challenges do wild animals face today?

✎ Practice (15 min)

Pair Work

- Match people to their roles: vets, forest officers, owners.
- Discuss one kind action you can take for an animal.

Role Play

- Role A: A vet explaining how they help animals.
- Role B: A forest officer explaining how they protect wild animals.

✔ Assessment (10 min)

- True/False with reasons, e.g. 'Forest officers protect wild animals' (True).
- Complete sentences using need/needs and comparatives.
- Exit ticket: write one action you will do to help animals this week.

★ Evaluation

a) The Lesson	Objectives were achieved and the text level was appropriate for building comprehension and values.
b) The Student	Students identified the support animals need and used target structures correctly, showing empathy toward animals.
c) The Teacher	Reading was scaffolded effectively with timely feedback given throughout the lesson.

✦ Review Lessons ✦

After Unit 3 — Animals in Our World

Primary 4 | First Term | Mr Sobhy Borda

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

Unit	Lesson No.	Lesson Name	Pages	Date
Review	Review Lesson 1	Review Lesson 1 — Units 1–3 Vocabulary and Structures	Review	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Revise key vocabulary from Units 1–3.
- Review the main grammar structures taught so far.
- Practise the structures through speaking and writing tasks.
- Identify areas that need further support before Unit 4.

★ New Vocabulary

Word / Expression	Meaning / Example
senses, habits, sequence	Unit 1 key vocabulary
help, problem, solution, traditions	Unit 2 key vocabulary
lion, monkey, vet, forest officer	Unit 3 key vocabulary

➤ New Structures & Grammar Examples

Structure	Example
I + verb + with my + body part	I see with my eyes.
Present simple (affirmative/negative/question)	Cars don't move quickly.
It has / It uses + noun	It has a striped coat.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Quick vocabulary relay: teacher says a word, students give the unit it belongs to.
- Q2: Ask: 'What was your favourite lesson so far this term?'

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✦ Presentation (15 min)

- I review the key vocabulary sets from Units 1–3 using flashcards.
- I revise the present simple and the 'I + verb + with my' structures with example sentences.
- I clarify any structures students found difficult in earlier lessons.

✎ Practice (15 min)

Pair Work	Role Play
• Quiz each other on vocabulary from Units 1–3. • Take turns making a sentence using a structure from each unit.	• Role A: Asks a review question from any of the three units. • Role B: Answers using correct vocabulary and structure.

✔ Assessment (10 min)

- Complete a mixed matching exercise covering Units 1–3 vocabulary.
- Write three sentences, one using a structure from each unit.
- Quick oral quiz: answer one question from each unit.

★ Evaluation

a) The Lesson	The review successfully consolidated vocabulary and structures from the first three units.
b) The Student	Most students recalled vocabulary well; some need further practice with present simple negatives.
c) The Teacher	Identified which students need extra support before moving into Unit 4.

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Unit	Lesson No.	Lesson Name	Pages	Date
Review	Review Lesson 2	Review Lesson 2 — Units 1–3 Reading and Speaking	Review	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Practise reading comprehension using a mixed passage from Units 1–3.
- Review speaking skills through role-play and pair work.
- Build confidence using vocabulary and structures across topics.
- Prepare students for Unit 4 with a class discussion.

★ New Vocabulary

Word / Expression	Meaning / Example
recap: senses, community, animals	Mixed topic vocabulary

➤ New Structures & Grammar Examples

Structure	Example
Mixed review of present simple, 'has/uses', and sense structures	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Picture brainstorm: show one picture from each of Units 1–3 and elicit vocabulary.
- Q2: What did you enjoy most about animals, community or the five senses?

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✦ Presentation (15 min)

- I read a short mixed passage that touches on senses, community and animals.
- I ask comprehension questions that draw on vocabulary from all three units.
- I model one example of combining structures from different units in a single sentence.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss the mixed passage with a partner and answer two questions. • Create one new sentence combining vocabulary from two different units.	• Role A: Interviewer asking about senses, community or animals. • Role B: Answers using vocabulary and structures from the relevant unit.

✔ Assessment (10 min)

- Answer four comprehension questions about the mixed passage.
- Complete one written task combining two units' vocabulary.
- Oral assessment: speak for 30 seconds on a chosen review topic.

★ Evaluation

a) The Lesson	The review gave a comprehensive overview of reading and speaking skills built across Units 1–3.
b) The Student	Students demonstrated growing confidence combining vocabulary and structures from different topics.
c) The Teacher	Found the review activities effective preparation for the upcoming unit and noted students ready to progress.

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Unit 4 — Egypt, My Homeland

Primary 4 | First Term

Prepared by: Mr Sobhy Borda

Lessons in this unit:

Lesson 1: Places in Egypt
Lesson 2: My City
Lesson 3: Prepositions of Place
Lesson 4: The World of Big Numbers
Lesson 5: Writing — A Blog Post
Lesson 6: Think and Create — A Leaflet

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 1	Places in Egypt	62–64	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify and name famous places in Egypt.
- Use vocabulary related to Egyptian tourist attractions.
- Understand and respond to questions about locations.
- Complete sentences using appropriate place names.

★ New Vocabulary

Word / Expression	Meaning / Example
Pyramids	ancient stone structures built by the ancient Egyptians
Nile River	the longest river in Egypt and Africa
Cairo Tower	a tall building in Cairo
Siwa Oasis	a desert area with water and trees
Egyptian Museum	a building with ancient Egyptian treasures
Khan Al-Khalili Bazaar	a traditional market for buying gifts

➤ New Structures & Grammar Examples

Structure	Example
In which country can you find...?	In which country can you find the Pyramids?
The [place] has...	The Cairo Tower has a great view.
We went to the [place] to...	We went to the Bazaar to buy gifts.

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What do you know about Egypt?
- Q2: Show pictures of famous landmarks: have you visited any of these places?

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✦ Presentation (15 min)

- I display the question: 'In which country can you find the Pyramids of Giza?'
- I play the audio and students repeat the names of six famous places.
- I read the dialogue 'Exploring Egypt with Ali!' aloud, assigning roles to students.
- I highlight key information: Ali is a tour guide; tourists ride camels near the Pyramids.

✎ Practice (15 min)

Pair Work	Role Play
• Tell a partner which place you most want to visit and why. • Take turns asking 'Which places do you like to visit?'	• Role A: Ali, the tour guide. • Role B: John, the tourist asking questions.

✔ Assessment (10 min)

- Complete the fill-in-the-blank exercise on page 62.
- Answer the four comprehension questions about the dialogue.
- Choose a place and complete: 'I want to visit...'

★ Evaluation

a) The Lesson	Learning objectives were achieved through engaging and interactive activities suited to different learning styles.
b) The Student	Students could identify famous Egyptian places and answer comprehension questions accurately.
c) The Teacher	Concepts were explained clearly with enough practice opportunities and strong classroom management.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 2	My City	65–66	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify and name important places in their city.
- Understand the functions of different community places.
- Read and comprehend a text about city places.
- Discuss favourite places and give reasons.

★ New Vocabulary

Word / Expression	Meaning / Example
hospital	a place where doctors and nurses help sick people
library	a place with books to read or borrow
shopping mall	a large building with many stores
museum	a place with treasures that teach us about history
post office	a place where people send letters and packages

➤ New Structures & Grammar Examples

Structure	Example
Students go there to...	Students go there to learn.
...and the library has...	Teachers help them, and the library has many books.
What would happen if a city didn't have...?	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What places do you visit in your city?
- Q2: Where can you borrow books? (Library)

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✦ Presentation (15 min)

- I play the audio and students write the correct place name for each description.
- I read 'The Places We Go in Our City' aloud, highlighting the role of each place.
- I ask the Think Question: 'What would happen if a city didn't have one of these places?'

✎ Practice (15 min)

Pair Work	Role Play
• Tell a partner your favourite place in the city and why. • Discuss what would change without a key place like a school or hospital.	• Role A: 'My favourite place is the mall because...' • Role B: 'What's your favourite place and why?'

✔ Assessment (10 min)

- Listen and circle the correct place in three short conversations.
- Complete the text using words from the box on page 66.
- Answer: why is the school important? How do hospitals help people?

★ Evaluation

a) The Lesson	Learning objectives were met and the lesson connected well to students' real-life experiences in the city.
b) The Student	Students could identify and describe city places and explain their functions confidently.
c) The Teacher	Understanding was checked throughout, and the learning environment encouraged participation.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 3	Prepositions of Place	67	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand and use prepositions of place: in, on, in front of, behind, next to, between.
- Write the correct preposition to describe a location.
- Describe the location of objects in a room.

★ New Vocabulary

Word / Expression	Meaning / Example
in	inside something
on	on the surface of something
in front of	before something
behind	at the back of something
next to	beside something
between	in the middle of two things

➤ New Structures & Grammar Examples

Structure	Example
The cat is in the box.	
The cat is on the box.	
The cat is behind/next to/between the box(es).	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Play 'Where is it?': hide an object and ask students to guess using prepositions.
- Q2: Review places vocabulary from the previous lesson.

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✦ Presentation (15 min)

- I explain that 'prepositions of place show where things are.'
- I present each preposition with a cat-and-box picture and model the sentence.
- I use real objects so students repeat sentences while pointing to the position.

✎ Practice (15 min)

Pair Work	Role Play
• Describe where an object in the classroom is to a partner. • Partner guesses the object from the description.	• Role A: Describes where their bag is using a preposition. • Role B: Guesses the object based on the description.

✔ Assessment (10 min)

- Write the correct preposition for four cat-and-box pictures on page 67.
- Complete the living-room description text with correct prepositions.
- Oral: 'Where is the book?' using a preposition in the answer.

★ Evaluation

a) The Lesson	Prepositions were explained clearly with sufficient visual examples and an appropriately paced lesson.
b) The Student	Students used prepositions correctly in sentences and described locations accurately.
c) The Teacher	Effective visual demonstrations were used; individual support was offered where needed.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 4	The World of Big Numbers	68	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand the concept of large numbers up to one billion.
- Read and write numbers up to 1,000,000,000.
- Understand place value in large numbers.
- Determine if number statements are true or false.

★ New Vocabulary

Word / Expression	Meaning / Example
billion	1,000,000,000 (one thousand million)
million	1,000,000
thousand	1,000
population	the number of people living in a place
place value	the value of a digit based on its position

➤ New Structures & Grammar Examples

Structure	Example
A billion is a thousand million.	
If we need to say the number..., we say...	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review counting by hundreds and thousands.
- Q2: Can anyone count to one million? Discuss how long it would take.

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✦ Presentation (15 min)

- I present: 'A billion is a thousand million,' using the example of China's population.
- I guide students through the place-value chart for 1,000,000,000.
- I complete the fill-in exercise on page 68 together with the class.

✎ Practice (15 min)

Pair Work	Role Play
• Take turns saying a large number aloud for a partner to write down. • Check each other's place-value answers.	• Role A: Reads a large number aloud. • Role B: Writes the number in digits and checks it.

✔ Assessment (10 min)

- Complete the place-value chart on page 68.
- Decide if number statements are true or false.
- Write one large number in words and in digits.

★ Evaluation

a) The Lesson	Students engaged well with an abstract topic made concrete through real-world population examples.
b) The Student	Most students could read and write large numbers and understand basic place value.
c) The Teacher	Clear step-by-step modelling supported understanding of a challenging topic.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 5	Writing — A Blog Post	70–73	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand the features of a blog post.
- Read and comprehend a blog post about St Catherine Mountain.
- Identify key information in a blog.
- Write a blog post about a famous place in Egypt using descriptive words.

★ New Vocabulary

Word / Expression	Meaning / Example
blog post	a single entry on a blog
climb	to go up a mountain or hill
monastery	an ancient religious building
adventure	an exciting experience
popular	liked by many people

➤ New Structures & Grammar Examples

Structure	Example
Many tourists visit...	
They wake up early to...	
Along the way, they see...	
At the top, they visit...	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Have you ever been to a mountain?
- Q2: What do people do when they visit mountains?

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✦ Presentation (15 min)

- I read Tarek's blog post about St Catherine Mountain aloud on page 70.
- I discuss the questions: where is it located? Why do tourists wear warm clothes?
- I present the 'Tip!' box: a good blog has a title, writer's name, date, pictures and descriptive words.
- I model using sense words (sight, sound, touch, smell) to describe a place.

✎ Practice (15 min)

Pair Work	Role Play
• Plan your own blog post with a partner using the guiding questions on page 71. • Give each other feedback on your plans.	• Role A: Interviewer asking about a place in Egypt. • Role B: Describes the place using descriptive words.

✔ Assessment (10 min)

- Complete the comprehension questions about Tarek's blog.
- Write a blog post about a place in Egypt using the template on page 72.
- Complete the self-assessment checklist on page 73.

★ Evaluation

a) The Lesson	The model blog post was clear and helpful, and adequate time was given for planning and writing.
b) The Student	Students could identify blog features and most organised their writing logically with descriptive language.
c) The Teacher	Clear models and examples were provided, along with constructive individual feedback during writing.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 4 — Egypt, My Homeland	Lesson 6	Think and Create — A Leaflet	74–75	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Plan and design an informative leaflet about a place in Egypt.
- Use persuasive language to encourage visitors.
- Organise information clearly with headings and images.
- Present a leaflet to the class.

★ New Vocabulary

Word / Expression	Meaning / Example
leaflet	a printed sheet giving information about something
persuade	to convince someone to do something
attractions	interesting places people like to visit
recommend	to suggest something is good

➤ New Structures & Grammar Examples

Structure	Example
Imperative for persuasion	Visit... Don't miss...
Giving reasons	You should visit because...
Listing attractions	There is/are...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review places in Egypt from earlier lessons.
- Q2: What makes a leaflet persuasive and eye-catching?

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✦ Presentation (15 min)

- I show an example leaflet and point out headings, images and persuasive phrases.
- I model one persuasive sentence about a famous Egyptian place.
- I organise students into groups and assign a place to research.

✎ Practice (15 min)

Pair Work	Role Play
• Groups plan the content and layout of their leaflet together. • Decide who writes and who designs.	• Role A: Presents the leaflet's main attraction. • Role B: Presents why people should visit.

✔ Assessment (10 min)

- Groups complete and present their leaflets to the class.
- Class gives feedback using persuasive-language checklist.
- Teacher evaluates organisation, language and creativity.

★ Evaluation

a) The Lesson	Students applied writing skills from the previous lesson creatively to a new persuasive format.
b) The Student	Most groups used persuasive language effectively and organised their leaflet clearly.
c) The Teacher	Good facilitation of group work; clearer success criteria for leaflets would help next time.

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Unit 5 — A Day at Work

Primary 4 | First Term

Prepared by: Mr Sobhy Borda

Lessons in this unit:

Lesson 1: Different Jobs
Lesson 2: Jobs I Love! — Superlative Adjectives
Lesson 3: Story Time — "The Last House"
Lesson 4: Writing Non-Fiction — "Heroes Who Fight Fires"

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 5 — A Day at Work	Lesson 1	Different Jobs	80–82	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Identify and name different jobs and professions.
- Describe what people do in different jobs.
- Use 'When I grow up, I want to be...' to talk about future jobs.
- Match professionals to their tools and uniforms.

★ New Vocabulary

Word / Expression	Meaning / Example
job / profession	work that a person does regularly
uniform	special clothes worn for a job
firefighter, doctor, teacher, engineer	example professions
tools	equipment used to do a job

➤ New Structures & Grammar Examples

Structure	Example
He/She works as a...	He works as a firefighter.
When I grow up, I want to be a...	
What does a... do?	What does a doctor do?

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review clothing vocabulary from previous units.
- Q2: What does your favourite job look like?

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✦ Presentation (15 min)

- I introduce job names using pictures of professionals in uniform.
- I model the sentence 'He/She works as a...' for each profession.
- I read the text about different jobs and discuss what each professional does.
- I ask students to share what they want to be when they grow up.

✎ Practice (15 min)

Pair Work	Role Play
• Match each professional to the tools they use. • Discuss with a partner what each professional does.	• Role A: A professional describing their job. • Role B: Asks 'What do you do?' and 'Why do you like your job?'

✔ Assessment (10 min)

- Match jobs to their uniforms and tools.
- Write one sentence: 'When I grow up, I want to be...'
- Oral: describe what each professional does.

★ Evaluation

a) The Lesson	Students engaged enthusiastically with the topic of future jobs and professions.
b) The Student	Most students could name jobs and describe what each professional does using the target structure.
c) The Teacher	Visual aids supported vocabulary learning well; more time for individual sharing would help.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 5 — A Day at Work	Lesson 2	Jobs I Love! — Superlative Adjectives	83–85	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Read and understand a text about jobs people love.
- Use superlative adjectives to compare jobs.
- Discuss the importance of enjoying your work.
- Form superlative adjectives correctly (short and long forms).

★ New Vocabulary

Word / Expression	Meaning / Example
superlative	the form of an adjective showing the highest degree
enjoy	to find pleasure in something
rewarding	giving satisfaction
the most / the -est	superlative markers

➤ New Structures & Grammar Examples

Structure	Example
Short adjective + -est	the fastest, the tallest
the most + long adjective	the most rewarding job

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review jobs and uniforms from the previous lesson.
- Q2: Which job do you think is the most exciting?

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✦ Presentation (15 min)

- I read the text about people who love their jobs and discuss key vocabulary.
- I present the rule for forming superlative adjectives, with short and long examples.
- I model comparing three jobs using superlative sentences.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss with a partner which job is the most interesting and why. • Use at least two superlative adjectives in your discussion.	• Role A: Asks 'Which job is the most rewarding?' • Role B: Answers using a superlative adjective and a reason.

✔ Assessment (10 min)

- Complete the comprehension questions about the four jobs in the reading.
- Write three sentences using superlative adjectives.
- Oral: share your favourite job and why it is 'the best'.

★ Evaluation

a) The Lesson	Good integration of reading comprehension with the new grammar point of superlative adjectives.
b) The Student	Students showed improvement in forming superlatives, though long-adjective forms need more practice.
c) The Teacher	Effective connection between grammar and vocabulary; more individual feedback on superlative forms is recommended.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 5 — A Day at Work	Lesson 3	Story Time — "The Last House"	86–89	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Read and understand a short story.
- Identify the characters, setting and plot.
- Practise long vowel sounds with silent 'e'.
- Discuss the moral lesson of the story.

★ New Vocabulary

Word / Expression	Meaning / Example
last	final; coming after all others
house	a building where people live
silent e	an 'e' at the end of a word that is not pronounced
brave	showing courage

➤ New Structures & Grammar Examples

Structure	Example
Past tense narrative	He walked to the last house.
Long vowel + silent e	make, time, hope, cute

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: What do you think 'The Last House' means?
- Q2: Predict what might happen in the story.

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✦ Presentation (15 min)

- I read the story aloud while students follow along.
- I ask comprehension questions after each section.
- I identify words with the long vowel + silent e pattern from the story.
- I model the pronunciation contrast between short and long vowel words.

✎ Practice (15 min)

Pair Work	Role Play
• Retell part of the story to a partner in your own words. • Discuss the moral lesson together.	• Role A: The main character. • Role B: Narrates the key event of the story.

✔ Assessment (10 min)

- Complete the story comprehension questions.
- Complete the story summary with missing words.
- Practise reading aloud words with silent 'e'.

★ Evaluation

a) The Lesson	Students engaged well with the story and the integration of pronunciation practice with reading.
b) The Student	Comprehension was strong, though some students need more practice identifying silent 'e' patterns.
c) The Teacher	Good storytelling technique with clear modelling of the target pronunciation pattern.

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Unit	Lesson No.	Lesson Name	Pages	Date
Unit 5 — A Day at Work	Lesson 4	Writing Non-Fiction — "Heroes Who Fight Fires"	90–92	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Understand the features of non-fiction writing.
- Read and comprehend a non-fiction text about firefighters.
- Identify facts versus opinions in a text.
- Write a short non-fiction paragraph about a helping profession.

★ New Vocabulary

Word / Expression	Meaning / Example
non-fiction	writing based on facts and real events
firefighter	a person who puts out fires and saves people
facts	statements that can be proven true
brave / dangerous / rescue	key vocabulary from the reading

➤ New Structures & Grammar Examples

Structure	Example
Fact statement	Firefighters wear special suits to stay safe.
Giving information	They work to..., they help by...

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Review vocabulary related to helping professions.
- Q2: Why do we call firefighters 'heroes'?

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✦ Presentation (15 min)

- I read 'Heroes Who Fight Fires' aloud and discuss key facts.
- I model identifying facts vs opinions in the text.
- I show the structure of a non-fiction paragraph: topic sentence, facts, conclusion.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss with a partner one fact you learned about firefighters. • Plan your own non-fiction paragraph together.	• Role A: Interviewer asking a firefighter about their job. • Role B: Firefighter answering using facts from the text.

✔ Assessment (10 min)

- Answer comprehension questions about the firefighter text.
- Identify three facts and one opinion from the reading.
- Write a short non-fiction paragraph about a helping profession.

★ Evaluation

a) The Lesson	Reading and writing skills were well integrated through an engaging, real-world topic.
b) The Student	Students could identify key facts and most wrote a clear non-fiction paragraph with guidance.
c) The Teacher	Clear modelling of fact identification supported independent writing well.

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Story — The Hundred Dresses

Primary 4 | First Term

Prepared by: Mr Sobhy Borda

Lessons in this unit:

Lesson 1: Introduction and Vocabulary
Lesson 2: Story Development
Lesson 3: Story Conclusion and Moral Lessons

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Unit	Lesson No.	Lesson Name	Pages	Date
Story — The Hundred Dresses	Lesson 1	Introduction and Vocabulary	Story pp. 1–2	_____

🔄 Reviewing

- Q1: What do you know about treating others with kindness? Discuss examples.
- Q2: Have you ever seen someone being teased at school? How did it make you feel?
- Q3: Why is it important to be honest and truthful with others?

✦ Presentation

★ Vocabulary

Words, Definitions and Examples:

Word	Definition	Example
dress	A piece of clothing worn by girls and women.	*Wanda wore a faded blue dress every day.*
closet	A small space for keeping clothes.	*She said she had dresses in her closet.*
playground	An outdoor area where children play.	*The girls talked to Wanda in the playground.*
competition	A contest where people try to win.	*The class held a drawing competition.*
drawings	Pictures made with a pencil or pen.	*Wanda entered her beautiful drawings.*
medal	A prize given to a winner.	*The winner would receive a medal.*
sign	A notice displaying information.	*A sign announced the competition results.*
letter	A written message sent to someone.	*The teacher read the class a letter.*
announce	To make something known publicly.	*The teacher announced the winner.*
winner	The person who comes first in a competition.	*Wanda was named the winner.*

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👁 Viewing

Students look at the vocabulary list and identify words they already know.

🔍 Pre-viewing

Teacher introduces new words and asks students which words they know or can guess from context.

✔ Comprehension Questions

- Q1: Where did Wanda sit in the classroom?
- Q2: What did Wanda wear every day?
- Q3: What did Wanda tell everyone about her dresses?

★ Summary

Wanda was a quiet girl who wore the same faded blue dress every day but claimed to have a hundred dresses at home.

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Unit	Lesson No.	Lesson Name	Pages	Date
Story — The Hundred Dresses	Lesson 2	Story Development	Story pp. 3–4	_____

🔄 Reviewing

- Q1: What happened in the first part of the story?
- Q2: How do you think Wanda felt when she told everyone about her dresses?
- Q3: What do you predict will happen next in the story?

✦ Presentation

★ Vocabulary

Words, Definitions and Examples:

Word	Definition	Example
faded	Light in colour because it is old or used.	*Wanda's dress was faded blue.*
popular	Known and liked by many people.	*Peggy and Maddie were the popular girls.*
annoying	Making someone feel unhappy or angry.	*The girls were annoying Wanda every morning.*
absent	Not present at school.	*Wanda was absent the day the results were announced.*
notice	To see or become aware of something.	*Maddie began to notice how Wanda felt.*

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👁 Viewing

Students look at the story text and images to predict what will happen next.

🔍 Pre-viewing

Teacher asks questions about the title and pictures to help students connect to the story and make predictions.

✔ Comprehension Questions

- Q1: Who were the popular girls at school?
- Q2: What did Peggy ask Wanda in the playground?
- Q3: How did Maddie feel about the situation?

★ Summary

Peggy and Maddie teased Wanda about her hundred dresses every day. Maddie felt uncomfortable about the teasing but stayed quiet.

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Unit	Lesson No.	Lesson Name	Pages	Date
Story — The Hundred Dresses	Lesson 3	Story Conclusion and Moral Lessons	Story pp. 5–6	_____

🔄 Reviewing

- Q1: What happened at the drawing competition?
- Q2: Why wasn't Wanda at school to receive her medal?
- Q3: How do you think Peggy and Maddie felt after seeing Wanda's drawings?

✦ Presentation

★ Vocabulary

Words, Definitions and Examples:

Word	Definition	Example
behaviour	The way someone acts.	*Maddie felt terrible about their behaviour.*
expensive	Costing a lot of money.	*The dresses in the drawings looked expensive.*
bullying	Hurting or scaring another person repeatedly.	*The girls learned that bullying is wrong.*
apologize	To say 'I am sorry' for something wrong.	*Maddie and Peggy wrote to apologize to Wanda.*

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👁 Viewing

Students review the ending of the story and discuss the moral lessons with the class.

🔍 Pre-viewing

Teacher guides a class discussion on kindness, bullying, and forgiveness before reading the conclusion.

✔ Comprehension Questions

- Q1: Why wasn't Wanda at school to receive her medal?
- Q2: What did Miss Mason read to the class?
- Q3: How did Peggy and Maddie feel after Wanda left?

★ Summary

Wanda won the drawing competition but had already moved away because of the unkind treatment she had received. Peggy and Maddie wrote to apologize and learned the true importance of kindness.

✦ Review Lessons ✦

After Story — The Hundred Dresses

Primary 4 | First Term | Mr Sobhy Borda

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Unit	Lesson No.	Lesson Name	Pages	Date
Review	Review Lesson 3	Review Lesson 3 — Units 4–5 Vocabulary and Structures	Review	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Revise key vocabulary from Units 4–5.
- Review prepositions of place, large numbers and superlative adjectives.
- Practise structures through speaking and writing.
- Identify areas needing further support before the final exam.

★ New Vocabulary

Word / Expression	Meaning / Example
Pyramids, Nile, museum, leaflet	Unit 4 key vocabulary
job, uniform, firefighter, superlative	Unit 5 key vocabulary

➤ New Structures & Grammar Examples

Structure	Example
Prepositions of place	The cat is between the boxes.
Superlative adjectives	the most rewarding job, the fastest
He/She works as a...	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Quick vocabulary relay: teacher says a word, students give the unit it belongs to.
- Q2: Ask: 'Which place in Egypt would you like to visit and which job would you like to do?'

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✦ Presentation (15 min)

- I review key vocabulary sets from Units 4–5 using flashcards and pictures.
- I revise prepositions of place using the cat-and-box examples.
- I revise the superlative adjective rule with short and long examples.

✎ Practice (15 min)

Pair Work	Role Play
• Quiz each other on vocabulary from Units 4–5. • Take turns describing a location using a preposition and a job using a superlative.	• Role A: Asks a review question from Unit 4 or 5. • Role B: Answers using correct vocabulary and structure.

✔ Assessment (10 min)

- Complete a mixed matching exercise covering Units 4–5 vocabulary.
- Write three sentences using a preposition, a superlative and a job structure.
- Quick oral quiz: answer one question from each unit.

★ Evaluation

a) The Lesson	The review successfully consolidated vocabulary and structures from Units 4 and 5.
b) The Student	Most students recalled vocabulary well; some need further practice forming superlative adjectives.
c) The Teacher	Identified students needing extra support with prepositions before final assessment.

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Unit	Lesson No.	Lesson Name	Pages	Date
Review	Review Lesson 4	Review Lesson 4 — Units 4–5 Reading and Speaking	Review	_____

✔ Learning Objectives — By the end of this lesson, students will be able to:

- Practise reading comprehension using a mixed passage from Units 4–5.
- Review speaking skills through role-play and pair work.
- Build confidence using vocabulary and structures across topics.
- Reflect on learning from the whole term.

★ New Vocabulary

Word / Expression	Meaning / Example
recap: places, numbers, jobs	Mixed topic vocabulary

➤ New Structures & Grammar Examples

Structure	Example
Mixed review of prepositions, superlatives and job structures	

⚙ Procedures

☀ Warm Up & Revision (5 min) — Questions Only

- Q1: Picture brainstorm: show one picture from each of Units 4–5 and elicit vocabulary.
- Q2: What did you enjoy most this term: places in Egypt or jobs?

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✦ Presentation (15 min)

- I read a short mixed passage touching on places in Egypt and different jobs.
- I ask comprehension questions that draw on vocabulary from both units.
- I model combining a preposition and a superlative in one sentence.

✎ Practice (15 min)

Pair Work	Role Play
• Discuss the mixed passage with a partner and answer two questions. • Create one new sentence combining vocabulary from both units.	• Role A: Interviewer asking about places or jobs. • Role B: Answers using vocabulary and structures from the relevant unit.

✔ Assessment (10 min)

- Answer four comprehension questions about the mixed passage.
- Complete one written task combining vocabulary from both units.
- Oral assessment: speak for 30 seconds on a chosen review topic.

★ Evaluation

a) The Lesson	The review gave a comprehensive overview of reading and speaking skills built across the whole term.
b) The Student	Students demonstrated strong overall progress and confidence using vocabulary from across the term.
c) The Teacher	Found the review an effective wrap-up of the term and a good indicator of readiness for the final exam.

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